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ABSTRACT

The author surveys the status of and issues surrounding year-round programs in secondary schools in order to provide background for deciding which school calendar is the most effective educationally, financially, and socially. The best programs and those discontinued are listed, as are the dates of the most important developments in year-round schooling. The current status of year-round programs is shown from data drawn both from California and nationwide. A series of tables also shows the public, curricular, and instructional issues most affected in schools that operate year-round. Along with summaries of the most vexing problems reported by experimental year-round programs, the report enumerates a range of functional problems, including those in the areas of curriculum and instruction, finance, scheduling of students, allocation of personnel, facilities and maintenance, transportation, school lunches, student activities and athletics, and support services. The paper also lists some advantages and points out the most promising programs. (JW)

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YEAR-ROUND HIGH SCHOOL PROGRAMS

A presentation made to the
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Anaheim, California

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INTRODUCTION

"In recent years there has been a trend toward 'Around the Year', 'Around the Clock', and "Around the Week' educational programs which are voluntary and more humane than the present mandated programs from September to June." Thus have said the advocates of Year-Round Education and the "Futures" movement in education.

This argument for year-round school programs is supported by a rising drive for economy in educational expenditure typified by the statement of Senator Charles Percy (R. Illinois): "Every time I drive by an empty school, empty three months a year, I wonder how we can afford to cling to such an old idea." A look at the facts regarding the status of our educational system raises questions about the practicality of year-round educational programs.

1. The school plant already exists fully equipped and ready to use.

2. The overhead cost of administration continues to be approximately the same.

3. Fixed charges, such as insurance, interest, and capital outlay, remain fairly constant whether schools are open or not.

4. The teaching staff, the community's most important educational asset, is already mobilized.

5. A large percentage of students of school age (particularly in urban areas) are left without any constructive developmental programs during the summer.

6. Various personnel concerns lead many people to favor vacations other than during the traditional summer period.

7. Many special learning programs can be enhanced by year-round programs—special education, bilingual and multicultural as well as extended remedial programs.

8. Community education enhances the use of schools on a year-round as well as evening status.

The traditional motivations for year-round education programs include: (1) reducing fixed costs, (2) improving and reorganizing the curriculum, (3) improving public relations with year-round facility use, (4) opportunity for full-year contracts and higher teacher salaries, (5) prevention of loss of learning and study skill habits, and (6) reduction of the disadvantages of a long summer vacation. Research indicates that recent high school projects have been motivated by: enrichment opportunities and program improvements, better space use and program improvements, and better use of facilities.

It is evident that anyone seriously considering the feasibility of making changes in the school calendar should have a clear understanding of what he is talking about before he takes a position for or against any of the all-year school plans.

Three key questions must be answered:

1. What school time patterns or schedules will provide quality education, with equality in educational opportunity for all children and youth?

2. What school time patterns or schedules will provide optimum economic efficiency?

3. What school time patterns or schedules are acceptable to the public in terms of sociological needs--their personal, family, and community living patterns? (Life-style)

II. THE STATUS OF YEAR-ROUND PROGRAMS

On the high school level there are a variety of year-round school programs. Below are outlines of some of the programs which have been implemented for high schools.

The Best:	Concept 6
	45-15 Staggered Track
	45-15 Block
	Flexible All-Year
Discontinued:	Four Quarter
	Quinmester
	Trimester
	Multiple Access
	Concept 8
	Concept 12

The most prominent developments in high school year-round education programs are outlined below:

1968	Fulton County (Atlanta, GA) Four Quarter Plan Introduced
1970	Valley View (Illinois) 45-15 Introduced
1970	Dade County (Florida) Quinmester Introduced
1972	Hinesburg (Vermont) Multiple Access
1972	A.B.C. Unified (Los Angeles)
1972	Flexible All Year Corono-Norco (California) Concept 8
1974	Jefferson County (Colorado) Concept 6
1974	San Juan Unified (Sacramento) Concept 12

The status of year-round programs is summarized by the series of charts displayed below:

NATIONAL YEAR-ROUND PROGRAMS

	1976-77	1977-78	1978-79	1979-80	1980-81
Number of States	28	22	19	17	16
Elementary	321	307	252	236	284
Middle Schools	114	83	44	33	37
High Schools	104	50	28	18	15
Total Schools	539	440	326	287	336

CALIFORNIA YEAR-ROUND SCHOOL PROGRAMS

	Districts	Schools	Students
1968-71	1	1	442
1971-72	4	9	7,710
1972-73	16	48	29,966
1973-74	30	100	61,233
1974-75	38	127	79,305
1975-76	45	159	102,184
1976-77	56	200	116,242
1977-78	56	195	106,322
1978-79	42	138	76,531
1979-80	40	144	85,332
1980-81	40	195	150,074

NATIONAL YEAR-ROUND HIGH SCHOOL PROGRAMS

	1976-77	1977-78	1978-79	1979-80	1980-81
High Schools	104	50	28	18	15
Enrollment	*	60,143	34,399	24,391	20,408
Gain/Loss	---	(-54)	(-22)	(-10)	(-3)

*No enrollment figures available

CALIFORNIA YEAR-ROUND HIGH SCHOOL PROGRAMS

TYPE	1976-77	1977-78	1978-79	1979-80	1980-81
45-15 Staggered	1	0	3	2	2
Flexible Year	5	4	3	2	2
Multiple Access	1	1	1	0	0
Concept 8	5	3	0	0	0
Four Quarter	1	1	1	0	0
Quinmester	2	3	0	0	0
Concept 12	2	2	0	0	0
Total	17	14	8	4	4

III. EFFECTS OF YEAR-ROUND HIGH SCHOOL PROGRAMS

The following series of tables indicates the effects of year-round high school programs on the questions of public issues regarding year-round programs, potential school problem areas, the extent of curriculum change experienced by implementing schools, the methods used to affect instructional changes in the program, and the effect of the year-round scheduling on teacher contracts. Some tables contrast results of research conducted in 1978 and 1980.

PUBLIC ISSUES RELATING TO YEAR-ROUND SCHOOLS

	Ranking 1978	Ranking 1980
Vacation Inconvenience	1	1
Teacher Opposition	2	4
Student Assignment	3	6
Youth Employment	3	7
Special Interest Groups	3	2
Failure of Public Relations	3	3
Church and Agency Reaction	3	8
[illegible]ed for Recreation Programs	-	5

POTENTIAL SCHOOL PROBLEM AREAS

Area	Mean Rating*
Curriculum and Instruction	3.52
Facilities	3.31
Financial	3.21
Personnel	3.17
Transportation	2.86
Maintenance	2.55
Student Activities	2.41
Support Services	2.24
School Lunch Program	1.83

*Mean Rating

4.00-3.50	Very Important
3.50-2.50	Important
2.50-1.50	Of Little Importance
1.50-1.00	Not Important

EXTENT OF CURRICULUM CHANGE

None	2%
Minor	3%
Same	28%
Moderate	31%
Considerable	6%
Extensive	24%
Complete	6%

INSTRUCTIONAL CHANGES IMPLEMENTED

	Ranking 1978	1980
Mini-Courses	1	4
Individualization	2	1
Self-Instruction Packets	3	3
Team Teaching	4	5
Modular Scheduling	4	5
Multi-age Group	4	5
Contract Grading	4	5
Rescheduling of Classes	-	2

TEACHER CONTRACT EFFECT

None	12%
Some	32%
Moderate	47%
Considerable	1%
Extensive	3%
Non Reported	5%

IV. SURVEY OF MAIN AREAS OF CONCERN

School districts implementing and having recently implemented year-round high school programs were asked to indicate areas of concern regarding several aspects of the operation of the school.

A. Curriculum and Instruction

It should be noted that year-round school programs have been evaluated as having no significant effect on achievement and that pupil growth is essentially the same with year-round school programs and traditional programs. Subjective observations indicate that the quality of the program under year-round programs is more effective according to parents and students.

Recent research indicates the following concerns regarding year-round high school programs.

1. Sequencing and course continuity create serious curricular problems.

2. A heavy program of in-service training, with emphasis on individualization and weekly follow-up programs for teachers in curriculum development must be maintained.

3. "Singleton" courses can only be offered on one track, creating problems of specializing tracking.

4. Year-round multi-track programs tend to force the combination of or elimination of lower enrollment specialized programs.

5. Special mini-courses must be developed to fit many of the year-round programs.

6. Teachers find it difficult to develop a relationship with students in the shorter time period.

7. Summer tracks tend to have low enrollment, limiting curriculum to be offered. Also, students tend to be remedial and thus limit curricular offerings.

8. Individualization and mini-courses failed due to teacher's inability to change style.

9. Teachers express concern over ability to properly supervise and monitor make-up work.

10. Curriculum tends to be limited to basic courses.

B. Finance

1. Implementation of year-round high school programs are more expensive if potential building costs are not considered.

   a. Jefferson County (CO) in a more recent study shows a cost increase of $14 39 per pupil.

   b. Elk Grove's study shows a cost increase of $14.00 per student including increases in administration, utilities, salaries, custodial costs, and transportation.

   c. A study made by the Phoenix Union High School District in 1975-76 indicated that the cost for the year-round program was $1,067.00 per pupil compared to $876.21 per pupil district-wide or $859.60 per pupil district-wide less the year-round program.

   d. Mesa Verde High School principal, N.B. Triplett, indicates that his successful 45-15 program does cost more per student.

2. Costs in the initial phases of the program are higher.

3. Operational costs including adequate in-service programs are higher than traditional programs.

4. Lack of summer school and other "fringe" funding will reduce income.

5. Decreasing enrollments in many districts remove the prime motivation for mahy year-round school programs.

6. Lack of full state funding brought about by "Proposition 13" type tax restrictions on education will limit income for year-round school programs.

7. Savings may be obtained in some of the fixed areas of fringe benefits of staff salaries.

C. Scheduling of Students

The most serious problem created in scheduling is an inequality in the balance between tracks. This inequality, beyond the acceptable variance of plus or minus 5%, creates a serious problem in scheduling unless a single or double track plan is adopted. The following points reflect significant results of research regarding scheduling.

1. It is recommended that a district avoid multi-tracking and stick to single or double track programs. Research indicates that multi-tracking creates serious scheduling problems.

2. Scheduling is both costly and time consuming which increases clerical staff time and management.

3. Computer assistance is vital in order to effectively schedule multi-track programs.

4. Students need more time for guidance in course selection and program planning.

5. The scope of offerings is limited, creating scheduling problems.

6. Students failing a part of the course have trouble being scheduled for make-up section.

7. Both holding power and drawing power in high school programs (Survey in Phoenix School District) show a decline in effectiveness.

Holding Power	71.4%	to	65.6%
Drawing Power	73.6%	to	67.6%

D. Allocation of Personnel

Under this section consideration is given to the effects of year-round school programs in the areas of administrative and teacher personnel. Each survey shows the reaction of those administrators and teachers involved in year-round school programs.

Administration

1. There is a need for additional secretarial staff in order to deal with increased paper work with year-round programs.

2. Administrators must serve a longer school year which results in administrative "burn-out" and loss of effectiveness.

3. Increased paper work due to scheduling and managing of a multi-track program requires additional district administrative support services.

4. Little time is allowed for planning by the administration. Such planning is done during "down time" periods in the summer.

5. It is necessary to add a "floating administrator" which can create a problem in administrative continuity.

6. There is a lack of support services during "off school" periods unless the whole district is on year-round.

Teaching Staff

1. Above all, teacher opposition will kill a year-round program, so obtaining strong teacher support is of vital importance.

2. Although teachers favored expanded financial opportunities for extended contracts, they experienced "burn out" with time and by the end of two years reduced the length of their contracts.

3. Specialists and specialty teachers tend to be spread very thin and become tired and less effective on a year-round schedule.

4. Lack of adequate in-service training and regular planning sessions reduces the effectiveness of teachers working in a year-round program.

5. Use of substitutes or "follow teachers" assigned to tracks results in problems with course continuity.

6. Educational growth was limited for teachers on year-round contracts due to conflicts with graduate courses and special institutes and work shops.

E. Facilities and Maintenance

There is a definite divergence of opinion regarding the effects of year-round educational programs on school facilities and maintenance. Several districts feel that although it may be more difficult to schedule maintenance and maintain facilities, the problem can be dealt with by creative maintenance scheduling. Numerous others point to a number of problems which they indicate are significant disadvantages of their year-round programs.

1. There is substantially more wear and tear on the buildings.

2. Major cleaning is difficult and must be scheduled on weekends and in the evenings.

3. Lack of "down time" for preventative maintenance.

4. Additional personnel must be hired to maintain the buildings.

5. The facility is usually not fully utilized during the summer months reducing the space saving factor and not allowing adequate cleaning and maintenance time.

It should be noted, however, that most year-round schools have found that there is a reduction of vandalism and discipline problems when the schools operated year-round. (Note Chula Vista Study released in 1981.)

F. Transportation

Most year-round school districts have indicated that transportation was not a significant problem in implementing a year-round program. A significant factor to be considered is that the transportation system will be operating as many as 235 days instead of the normal 175-180 days which will increase cost factors.

Also, continually changing bus schedules with alternating tracks requires tighter scheduling to obtain maximum utilization out of existing equipment.

G. School Lunch Program

The majority of year-round schools felt that there was little effect on the lunch program except for the fact that the lunch room must be operated as many as 235 days instead of 175-180. There will be additional costs for summer operation which may be magnified if

unbalanced enrollment exists during the summer. A year-round program does tend to ease the load in the lunch room.

H. Student Activities and Athletics

The general feeling is that athletics suffer less than activities under a year-round plan. Eligibility poses no problem but it is sometimes difficult to motivate youngsters to attend practices and activities when they are "off cycle." Some comments include the following:

1. Performing arts programs suffer and there is an increasing cost to maintain rehearsals on a year-round basis.

2. Activities, including band, chorus, drama, student council, etc., are particularly hard hit.

3. Support of activity programs is very weak during the summer months.

4. Students tend to be pulled away from school in the year-round program and there is a decline in school spirit.

5. Students must provide their own transportation when they are "off cycle" which creates problems and lack of attendance even when activity buses are utilized.

I. Support Services

Additional personnel and/or a longer work year are required. In addition, more paper work is generated requiring increased support services. If only one or two schools are on a year-round schedule, district support services still must be supplied.

J. General Comments

Under this area of the survey are listed those areas of concern which are most indicated as being problems under the year-round school programs.

1. It is very tiring and taxing on administrators.

2. Curriculum and scheduling are significant problems.

3. Summer enrollment imbalance results in financial loss and inability to offer a broad curriculum.

4. The more years in a year-round program the greater the maintenance problems, plant wear and tear, staff "burn-out" and administrative complexity problems.

5. Declining enrollment and lack of financial aid result in the discontinuance of programs.

V. PROBLEMS ENCOUNTERED

A. Experimental programs have encountered the following problems:

1. Increased rather than reduced expenditures.

2. Lack of "hard data" evidence relating to student achievement under the year-round program compared to the traditional one.

3. Conflicts between year-round school scheduling and traditional scheduling.

   a. Transfer students

   b. Extracurricular programs

4. Teacher opposition based on:

   a. Too many preparations

   b. Lack of opportunity for professional improvement

   c. Lack of staff unity and communications

   d. Lack of staff involvement

5. Lower summer attendance tends to disrupt the curricular offerings and reduce financial gain from year-round programs.

6. Student activity programs are disrupted.

7. Disruption is created by conflicts with family life and vacation plans.

8. Year-round programs result in a significant increase in administrative tasks particularly in the are of scheduling.

9. Conflict with summer recreational and church activities results in a reduction of such activities.

10. Summer job options are limited by the year-round school program.

B. The survey of "Year-Round High School Problems" indicated the following problems, in order of significance, to those districts which have been involved in year-round school programs.

		Mean Score*
1.	Curriculum and Instruction	3.52
2.	Facilities	3.31
3.	Financing	3.21
4.	Personnel	3.17
5.	Transportation	2.86
6.	Maintenance	2.55
7.	Student Activities	2.41
8.	Support Services	2.24
9.	School Lunch	1.83

*Mean Score

4.00-3.50	Very Important
3.50-2.50	Important
2.50-1.50	Of Little Importance
1.50-1.00	Not Important

C. Reasons why year-round high school programs have been dropped at the high school level.

Year-round high school programs have been dropped mainly due to budgetary constraints, curricular constraints, administrative constraints, facility constraints, personnel constraints, and student considerations. The following outlines the major considerations consid red by school districts in dropping year-round programs.

1. Administrative Constraints (2.63)*

   a. Overload of paper work
   b. Administrative "burn-out"
   c. Lack of planning time
   d. Scheduling of teachers and administrators
   e. Increased demands on district support services
   f. Transportation more complex and costly

2. Personnel Considerations (2.37)*

   a. Scheduling and contracting of teachers
   b. Teacher "burn-out"
   c. Lack of "complete" faculty resulting in lack of communication and involvement
   d. Lack of opportunity for professional improvement
   e. Lack of longer term contacts and economic advantages

3. Facility and Maintenance Constraints (2.13)*

   a. Lack of "down time" for preventative maintenance (heavy maintenance not done)
   b. Extra wear and tear on buildings
   c. Wear and tear on buses and other equipment
   d. Increased costs in transportation and food service

4. Curricular Constraints (2.09)*

   a. Complexity of scheduling students
   b. Need for individualization causing extensive in-service
   c. Limited curriculum with multi-tracks
   d. Scheduling of transfer students
   e. Lack of hard statistical data to support increased academic achievement.
   f. The summer track is small, restricting curriculum
   g. The impact of the "back to basics" movement

5. Budgetary Constraints

   a. Lack of full state funding
   b. High per-pupil costs
   c. Need for balanced tracks (±5%)
   d. Decreasing enrollment
   e. Support services if not for whole district

6. Student Considerations

   a. Desire to work in summer
   b. Conflict with vacations so students are still taken out of school
   c. Athletics are not as bad but still limited
   d. Activities suffer a great deal when students are "off track"
   e. Rotation of student assignments

*4.00-3.50	Very Important
3.50-2.50	Important
2.50-1.50	Of Little Importance
1.50-1.00	Not Important

VI. CONCLUSIONS

A. Basic conclusions regarding year-round secondary programs.

1. The concept is feasible and workable. (See Mesa Verde High School and Jupiter High School)

2. Millions of dollars in construction costs and debt retirement can be saved in districts which are still growing.

3. Subjectively parents, teachers, and students perceive educational improvements in year-round programs.

4. The most significant predictor of success is the attitude of teachers, parents, students, administrators, and business and industry.

5. Year-round school meets the needs of students who need instruction on more than a 9 week basis.

6. The motivation for a year-round program should be to improve the educational program and not to save space or money.

7. Savings will be much enhanced with a mandated calendar, but this can only be done with full community acceptance.

8. Year-round school curriculum is better designed to meet the individual needs of students.

9. Problems of summer employment and social unrest may be relieved.

10. Subjective and objective evaluation has indicated a reduction in vandalism and discipline problems with the year-round school.

11. YRS adds a flexible dimension to vocational education programs.

B. Where do we go from here?

Although much evidence points towards significant problems in implementing year-round programs at the high school level, there are still effectively operating programs at that level. Key factors in such successful programs include strong administrative leadership and a comprehensive public and staff relations program. The secondary programs which show the greatest promise for future development are the "Concept 6" perfected in Jefferson County School District in Colorado and the Jupiter High School in northern Florida along with the staggered 45-15 plan being utilized at Mesa Verde High School in east Sacramento.

High school developments in the next few years will have a highly significant impact on the year-round school program at the high school level. There is still interest in developing high school programs more to meet the unique needs of specific communities rather than for financial savings. It will be most interesting to follow the development of the existing programs and the potential initiation of new programs in the next few years.